

SOC610- PSYCHOLOGY

Course Description:

This is an introductory survey course. This means we will quickly cover all of the major study areas in the field of Psychology. We will look at all of the major individuals, studies, and theories in the area of psychology.

Sixteen (16) Instructional Units

- Brain
- Consciousness
- Nature, Nurture, & Diversity
- Development
- Sensation & Perception
- Consciousness
- Learning
- Memory
- Thinking & Language
- Intelligence
- Motivation
- Emotion
- Personality
- Psychological Disorder
- Therapy
- Social Psychology

Description of graded Projects, Exams, & Activities:

- Weekly check-in & progress assessment
- Assignments: 1-2 formative assessments per unit
- Discussions: vary by topic/lesson/unit
- Projects: vary by student choice
- Quizzes: Per Unit Lesson
- Tests: Multiple Choice Cumulative Final

Materials

- All materials are contained in the course and approved for district use.

Timelines & Methods for evaluating student progress

- Students are expected to log-in daily and submit assignments on a weekly basis.
- Progress is evaluated weekly, and is based upon the student's assignment completion to successfully passing the course.

Subject Area & Credit

This course meets state and district graduation requirements in the area of Social Studies, for a half (0.5 credit)

Weekly Contact

Weekly contact will be conducted three ways:

- (1) through a submitted assignment with instructor feedback.
- (2) Regular completion of assignments & feedback.
- (3) Email communication, online discussions, and/or phone.

Students who do not submit an assignment are expected to email or call his/her instructor.

Expectation of Time

Each student is expected to spend a minimum of 1 hour a day, or five hours per week on this course. Additional hours may be necessary to complete the course successfully and/or obtain a superior grade.

Course Objectives

Two guides for the course:

American Psychological Association (APA)- Overarching themes:

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- A recognition of the diversity of individuals who advance the field
- A multicultural and global perspective that recognizes how diversity is important to understanding psychology
- An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made

- An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals
- An appreciation for ethical standards that regulate scientific research and professional practice
- An understanding that different content areas within psychological science are interconnected
- An ability to relate psychological knowledge to everyday life
- A knowledge of the variety of careers available to those who study psychology
- An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- An awareness of the importance of drawing evidence based conclusions about psychological phenomena

The C3 Framework for Social Studies State Standards

The following are shared C3 Principles regarding high-quality social studies education:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.